

Urban Academy Charter School  
2018-2019  
ANNUAL REPORT

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## **School Information**

Minnesota Charter School District #4088

Dr. Mongsher Ly, Superintendent 1668 Montreal Ave, St Paul, MN 55116 (651) 215-9419

Fax: (651)215-9571

Email: mly@urbanacademymn.org

### **History**

Opened Fall, 2003

### **Grades Served**

Pre-Kindergarten to 6<sup>th</sup> grade

### **School Calendar/Hours of Operation**

The school day at UA runs from 9:00 a.m. to 4:00 p.m. Monday through Friday, and Summer school was in session in June and July.

### **Board of Directors**

Urban Academy has 7 Board Members with a Community Member Majority. There are 4 Community, 2 Parent and 1 Teacher Members. Board Elections are held each year in February.

### **Programmatic Focus:**

Multicultural, urban-based teaching, learner-centered

### **Vision:**

Inspiring, challenging, and enhancing every student's innate ability to succeed.

### **Mission:**

Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research-proven methods in a safe, structured, and respectful community.

### **Values:**

Honesty, personal responsibility, self-discipline, cooperation and respect for others.

### **Beliefs:**

Urban Academy provides a quality education for urban students in grades Pre-K to 6. We believe that education plays a critical role in developing creative and responsible human beings. Children have an innate ability to learn. When nurtured and taught in an environment that respects their unique culture,

abilities, resiliency, and effort, they awaken the desire to learn. Ready and willing to be taught, children grow and flourish as creative citizens, able to make their own distinctive contribution to society.

Urban Academy believes in a strong partnership with the student's home and community in which they reside. Every student is to be understood holistically, by understanding the student's academic abilities, social and personal life, which impacts their academics and behavior. Our Family Specialist is a resource to the parents by providing them resources that they need so that they can support their children at home.

**Goal:**

To create a school improvement process and plan that is collaborative, focuses on student learning, and is measured by multiple sources of data.

## **Authorizer Information**

Novation Education Opportunities 3432 Denmark Ave, Ste 130

Eagan, MN 55123

612-889-2103

executive.director.neo@gmail.com

UA began its relationship with the new sponsor, Novation Education Opportunities (NEO), in the 2011-2012 school year. The current contract is for 5 years running from 2019-2026. NEO ensures that UA is accountable and responsible in four key areas: (1) governance, (2) student and school performance, (3) operational performance, and (4) financial management. As part of NEO's oversight, NEO is contracted to attend at least two board meetings, reviews the annual report, reviews the school's report card, reviews the school's budget, and makes at least two site visits.

Novation focuses on innovation and solutions for meeting student needs more effectively. The leaders of the innovative school models within NEO's portfolio designed the education programs specifically to meet the needs of students whose needs were not being met through existing alternatives. NEO works with schools to set high expectations and monitor and evaluate progress toward reaching them. NEO provides ongoing, consistent and robust evaluation in order to achieve significant and measurable student growth. NEO facilitates the connection of innovation and high quality education by working with schools to identify best practices and share them not only with schools in the NEO portfolio, but with all schools, to improve the opportunities that students have for success in meeting their hopes and dreams.

## Student Enrollment & Demographics

### Student Enrollment & Demographics

<b>Number of Students Enrolled</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020</b>
PreKindergarten			28	55	41
Kindergarten	56	38	46	49	72
1st Grade	62	57	47	55	61
2nd Grade	47	66	62	50	68
3rd Grade	40	51	57	66	55
4th Grade	40	36	42	51	27
5th Grade	48	40	38	42	51
6th Grade	31	35	32	36	41
<b>Total</b>	<b>324</b>	<b>323</b>	<b>324</b>	<b>404</b>	<b>416</b>

### Student Demographics (Grades preK-6 for FY2019)

<b>Demographic Trends</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2019-2020 (est.)</b>
Total Enrollment	324	323	324	366	416
Male	141	153	166	163	191
Female	183	170	189	203	225
Special Education	26	31	25	37	43
LEP	109	143	186	172	188
African American	132	100	84	82	91
Latino	0	0	2	6	5
Asian/PI	185	215	262	268	316
American Indian	3	3	2	3	3
White	4	5	5	4	1
2 or more races				3	
F/R Lunch	322	323	324	366	416

### Enrollment Procedures

UA actively recruited students from diverse communities as well as provided enrollment forms in multiple languages (English, Hmong, Karen and Spanish). Copies of UA's enrollment applications can be found in Appendix A. A limited amount of information is gathered on the forms as directed by law, including: the student's name, gender, grade (to determine if space is available), whether or not the

student has a sibling enrolled at UA (applicants with enrolled siblings have higher priority), and parent or guardian contact information.

UA's Policies and Procedures Handbook details admissions procedures (see Appendix B). The Office/Enrollment manager manages enrollment applications, makes admission decisions, and notifies parents of admitted students. Per the Policies and Procedures Handbook, Urban Academy gives preference to and enrolls siblings of UA students and then new students on a first-come-first-served basis until space is filled. If the number of applicants exceeds the number of openings, admission is based on a lottery system. If parents or guardians contest the admission's policy, then the School Board reviews the matter and renders a decision.

# Student Attrition and Attendance

366 students were in attendance on October 1, 2018.

320 of those students remained until the end of the school year

46 students left the school after October 1, 2018

29 new students enrolled after October 1.

395 total students were enrolled on June 1, 2019.

268 K-5 students that were enrolled on June 1, 2019, reenrolled in September of 2019.

## Student Attendance

FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
94.10%	94.10%	96.25%	96.20%	95.72%

## Educational Approach & Curriculum

### Curriculum/Best Practices

UA's curriculum is rigorously aligned to the Minnesota Academic Standards. For reading, staff utilize teaching methods defined by the National Reading Panel and Balanced Literacy strategies for teaching reading. The skills are implemented within a Balanced Literacy instructional approach within the Readers and Writers Workshop framework of instruction. Key elements of the framework include: Interactive Read Aloud, Modeled Shared Readings, Guided Reading, Phonics/Word Study, Rigorous Independent Reading, and Literature Circles. UA uses Reading A to Z and the CHUNK as key reading curriculum resources.

### Technology

In 2017-2018, UA made a significant investment in Chromebooks and began a pilot with myON – an online library and curriculum resource. The Pilot is continuing into the third year of usage and myON is becoming a primary resource for UA teachers. UA's teachers continue to use the myON online books during guided reading, independent reading, and in mini lessons.

### Math

In math, UA utilizes the Envisions mathematics curriculum, which aligns to the Minnesota Mathematics Standards. The Envisions curriculum has the advantage of providing a more visual approach to helping students understand math concepts. UA used the updated version of Envisions for the 2018-2019 school year.

### Backwards Design

UA teachers analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade level proficient. Then they identify assessments that measure mastery of those benchmarks and identify curriculum resources that will help students understand the concepts and develop the skills that lead to mastery. This is commonly referred to as "backwards lesson design." Teachers also utilize Bloom's Taxonomy and Depth of Knowledge (DOK) in their objectives, lesson planning, and instruction. Each lesson will include a pathway for students to go up the ladder towards higher levels of thinking.

### RTI

Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading. The students are also assessed in reading and math through MAP twice a year.

### Reading Corps

Reading Corps staff tutor students one-on-one using research based specific interventions. This provides K-3 students additional practice to improve deficient skills such as letter sound and nonsense word fluency correspondence, phoneme blending, phoneme segmenting, word blending, repeated reading with comprehension, and oral reading fluency. This strategy is most effective for those students who are closest to achieving grade level reading standards and will improve their performance in a timely manner.

### Title One

The Title I program also has a specific focus on reading literacy. The Title I teacher works with one-on-one or small groups of students focusing on increasing the students reading skills.

### English Language Learners (ELL)

UA has a high percentage of students that are identified as English Language Learners. UA has two ESL teachers to support the language skills of ELL students. English Language Learners are identified at the beginning of each year by the MNLS Survey. Only a student whose parents have completed a Minnesota Language Survey (MNLS), participated in the grade-appropriate English language screening assessment, and has been identified as an English learner can be enrolled in an English language educational program.

UA used two primary methods to serve ELLs - individual/small group support and co-teaching. Co-teaching is an ongoing process that requires teachers to communicate more intimately with each other and with their students; and incorporates well planned, team taught lessons. Our lead EL teacher, Mr. Curran, had weekly meetings with teachers to co-plan during the grade level planning teams. Two promising techniques for encouraging more academic talk by our ELLs included the Turn and Talk method and the RISA Dialogue method.

### Leadership Team

The Leadership Team met on a regular basis to review benchmark data and plan aligned professional development activities to support teachers in helping students that are not achieving their full potential. The Team also talks through feedback from teachers and Q Comp observations to identify effective teaching strategies that can be model during upcoming PLC. Additionally, the leadership team meets to review the overall School Improvement Plan and to review progress on team goals, stay focused on student learning, improve communication, and build capacity across staff.

# Innovative Practices & Implementation

## Data Driven Instructional Practices

UA has a variety of structures for analyzing student data and developing interventions to help students meet grade level proficiency. Given what UA learns about student needs, decisions are always made in the best interests of the students. And given the small size of the school there is little “red tape” hindering the process of adapting to student needs. Staff are trained using weekly Professional Learning Communities (PLC) to share effective teaching strategies based on the results of weekly student data from benchmark assessments in reading and math. Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. Teachers also meet in grade level teams to examine student results and collaborate on developing strategies to help all students meet grade level proficiency. UA also has grade level planning and data analysis meetings on a regular basis. In addition, there are weekly team meetings (comprised of: grade level teachers, ESL, Title 1-reading and math, special education, para- professional, and monitored by the instructional coach) to discuss the overall progress of students the effectiveness of interventions.

In both reading and math, we have teachers look at individual scores in the various RIT ranges. They will look at where the students need to go and what skills they need to improve. They look at class breakdown reports from NWEA and differentiate their instruction based on the RIT bands on the continuum. Teachers develop lessons and assess students in those skill areas. Teachers backward plan and develop a common formative assessment with the goal of 80% of students using the strategy successfully.

Staff apply their “backwards planning” practice to develop weekly SOAR plans to make sure lesson plans are focused on the Standards. SOAR stands for –“

Standards are the curriculum.

**Objectives:** Teachers need to focus on both content and language objectives. Objectives need to be clear and understandable by the students.

**Assessments** provide teachers with valuable information on student strength and weaknesses.

**Responding with interventions** for students that need extra help based on data analysis and performance.

The SOAR Plans consist of:

1. 2-week unit plans that include the content and language objectives for each lesson.
2. The assessment to be administered at the end of the unit.
3. The results of the assessments at the end of the unit.
4. Analysis and troubleshooting how to support students based on results.

Urban Academy goes to great lengths to align their Title One plan, School Improvement Plan, Literacy Plan, and Q Comp plan so that resources are utilized wisely and efficiently to meet the needs of the students through consistent and focused interventions that intersect each of these plans.

#### Parent Collaboration

Parents are invited to collaborate in a variety of ways. First, parents are invited to Reading, Math, and MCA nights. Additionally, teachers are required to make at least 10 parent contacts each month. Newsletters from the school go out monthly, and some classroom teachers have class newsletters. We have a parent survey each year. Parents are also invited to volunteer in the classroom, additionally, we have family dinners throughout the year, where parents are invited to attend. Parents are invited to participate in school improvement planning efforts.

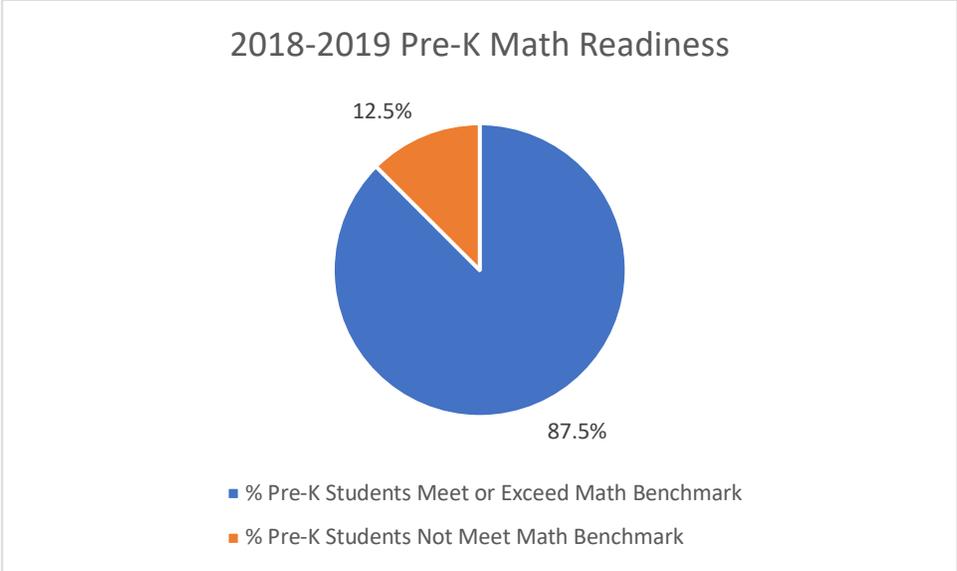
The parents are communicated about math and reading achievement at conferences two times a year. If parents cannot attend conferences, phone calls are made to make sure they are informed of their child's score. Phone logs are kept to ensure parents are being notified of their child's progress throughout the year. A letter is sent home each year with the MCA score listed on the paper. MAP test scores and reading levels are included on report cards.

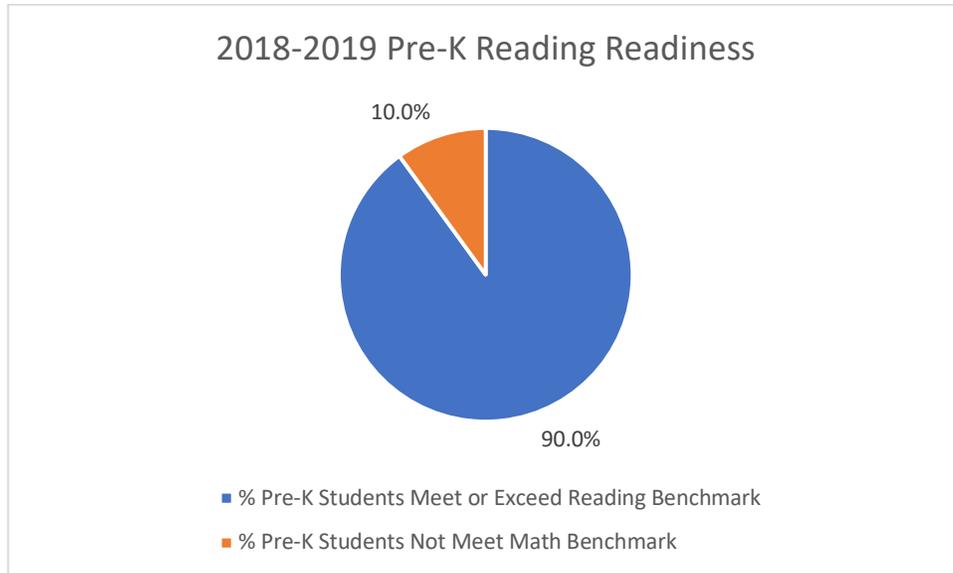
# Academic Performance

Urban Academy has been advancing its primary purpose to improve all student learning and achievement for many years now. This is demonstrated in the latest contract period by the following longitudinal student performance and growth as shown in the Performance Framework (Authorizer-School Contract Goals) aligned to the World’s Best Workforce.

Most of the students enroll at Urban Academy due to dissatisfaction with the education programming at St Paul Public Schools. A longitudinal record of student academic performance and growth on statewide assessments demonstrates that Urban Academy outperforms St Paul Public Schools in math and reading when comparing the state test results (MCAs) for grades 3-6 for student groups “free/reduced meals” and “English learners”. Greater than 90% of student families identify as low income and about 50% of students as English learners.

Urban Academy’s preschool academic performance exceeded the exemplary benchmark for Work Sampling System in Math in FY2019 with 35/40 or 87.5% of children ready for school in math. Urban Academy’s preschool academic performance exceeded the exemplary benchmark for Work Sampling System in Reading in FY2019 with 26/40 or 90% of children ready for school in reading.





Trend Data for MCA

Math

Students Meeting Guidelines for Free/Reduced Meals

Grades 3-6

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2016-2017	33	129	25.58%	25.74%
2017-2018	43	130	33.08%	24.15%
2018-2019	42	144	29.17%	22.58%

Trend Data for MCA

Reading

Students Meeting Guidelines for Free/Reduced Meals

Grades 3-6

Year	Number of Students Scoring Meets or Exceeds on MCA	Total Tested	Percent Proficient Urban Academy	Percent Proficient St Paul Public Schools
2016-2017	37	129	28.68%	25.47%
2017-2018	52	130	40.00%	27.48%

<b>2018-2019</b>	48	143	33.57%	26.68%
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Trend Data for MCA

Math

Students Identified as English learners

Grades 3-6

<b>Year</b>	<b>Number of Students Scoring Meets or Exceeds on MCA</b>	<b>Total Tested</b>	<b>Percent Proficient Urban Academy</b>	<b>Percent Proficient St Paul Public Schools</b>
<b>2016-2017</b>	11	64	17.19%	25.58%
<b>2017-2018</b>	20	80	25.00%	24.73%
<b>2018-2019</b>	20	83	24.10%	21.84%

Trend Data for MCA

Reading

Students Identified as English learners

Grades 3-6

<b>Year</b>	<b>Number of Students Scoring Meets or Exceeds on MCA</b>	<b>Total Tested</b>	<b>Percent Proficient Urban Academy</b>	<b>Percent Proficient St Paul Public Schools</b>
<b>2016-2017</b>	8	64	12.50%	17.79%
<b>2017-2018</b>	26	80	32.50%	17.95%
<b>2018-2019</b>	18	83	21.69%	16.47%

Trend Data for NWEA MAP

Math Growth - Students Below Grade Level - Grades K-6

<b>Year</b>	<b>Number of Students Meeting Growth Targets</b>	<b>Total Tested</b>	<b>Percent Meeting Growth Targets Urban Academy</b>
<b>2016-2017</b>	98	159	61.64%
<b>2017-2018</b>	94	150	62.67%
<b>2018-2019</b>	123	180	68.33%

Trend Data for NWEA MAP

Reading Growth - Students Below Grade Level - Grades K-6

Year	Number of Students Meeting Growth Targets	Total Tested	Percent Meeting Growth Targets Urban Academy
2016-2017	78	155	50.32%
2017-2018	90	153	58.82%
2018-2019	98	169	57.99%

NWEA MAP Math Growth Results for the combined years of 2016-2018 showed 62.14% of students who were below grade level in math met or exceeded their growth targets. This met the exemplary benchmark when compared to national averages.

NWEA MAP Reading Growth Results for the combined years of 2016-2018 showed 54.55% of students who were below grade level in reading who met or exceeded their growth targets. This met the satisfactory benchmark when compared to national averages.

NWEA MAP Math Growth results for the combined years of 2016-2018 showed the combined average growth for NWEA MAP Fall-Spring for math is 153.05%. This met the exemplary benchmark when compared to national averages.

NWEA MAP Reading Growth results for 2016-2018 showed the combined average growth for NWEA MAP Fall-Spring for reading is 146.86%. This met the satisfactory benchmark when compared to national averages.

**Other Academic Measures from the FY 2018 North Star Minnesota Report Card show longitudinal growth as well.**

The North Star Minnesota Report Card longitudinal growth information shows that Urban Academy has exceeded the state in progress toward English language proficiency in the two years that the North Star information has been reported. The "average progress toward target" is the average amount of progress English learners made towards their targets. For example, an average progress toward target of 75 would mean that English learners, on average, made it 75 percent of the way to their targets.

**Progress Toward English Language Proficiency (ELP) - 2019 Average progress toward target**

	Statewide	Urban Academy Charter School
Average progress toward target	61.4%	73.4%
Count	58,518	133

**2018 Average progress toward target**

	<b>Statewide</b>	<b>Urban Academy Charter School</b>
<b>Average progress toward target</b>	67.0%	79.7%
<b>Count</b>	57,744	112

Note: Statute provides that academic assessments other than statewide assessments can be used to measure longitudinal student performance (i.e., proficiency) and growth for a supplemental affidavit request. The other measures must be approved by the charter school’s board of directors and agreed upon by the authorizer.

Areas prioritized for support under the North Star system include math and reading as follows:

- Title I schools with low outcomes in Stage 1 (an average of averages across 3 fiscal years) for Reading and Math Achievement
- Student group performing similarly to the lowest 5% of Title I schools based on Stages 1-3 (Black Students) for Reading and Math Achievement, Stage 2 for Math Progress, and Stage 3 for Consistent Attendance

Following is the plan to address each specific area prioritized for support under the North Star system. For all students in reading and math:

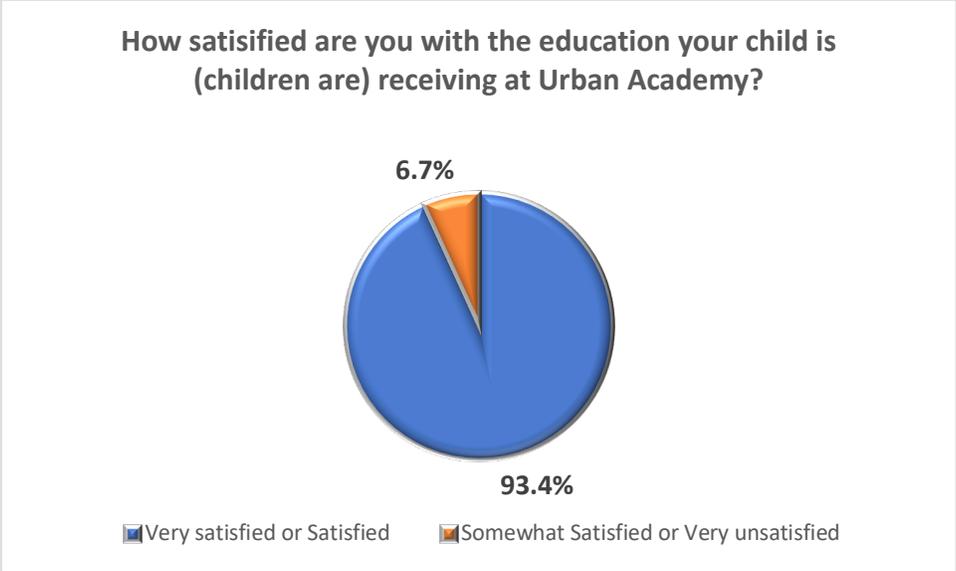
- UA teachers will analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade level proficient.
- They develop weekly SOAR plans to make sure lesson plans are focused on the Standards.
- Teachers will meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. We will use “Respond to Intervention” meetings to devise interventions our learners who struggle on a week to week basis.
- Teachers will implement the Gradual Release method of instruction (with meaningful objectives), the Big 5 Reading Strategy, and the Big 5 Math Strategy.
- Teachers will utilize best practices in methods in teaching English Language learners with the goal of increasing vocabulary overall, academic vocabulary, and academic speaking/writing, and specific strategies such as the RISA Dialogue, turn and talks, and accountable talk bubbles.

# Parent Satisfaction

During the 2018-2019 school year Urban Academy continued to get high ratings from parents regarding their satisfaction with the school in many areas as the following graphs demonstrate:

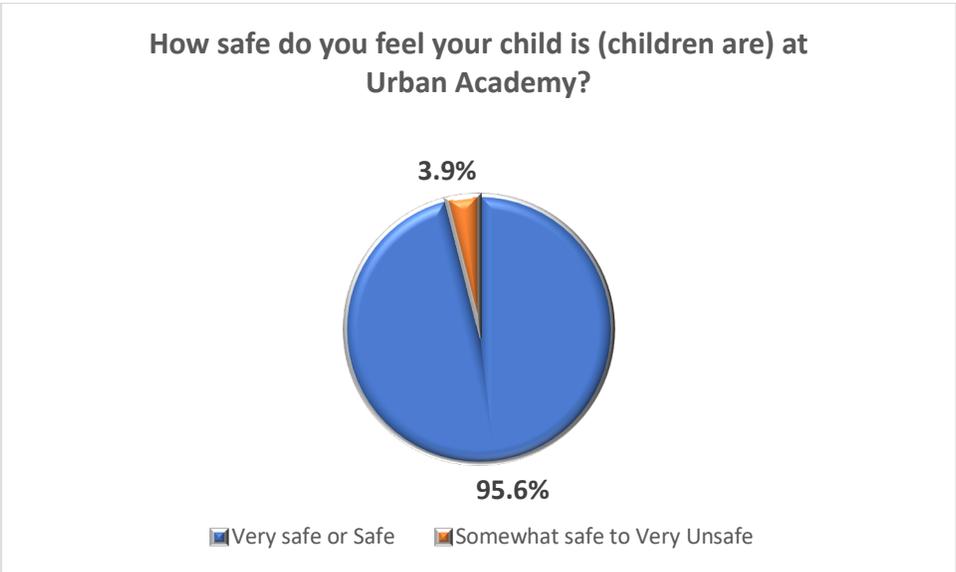
Parents are satisfied with the education at Urban Academy.

Of 181 responses 93.4% are very satisfied or satisfied and 6.7% are somewhat satisfied to very unsatisfied with the education their children are receiving at Urban Academy.



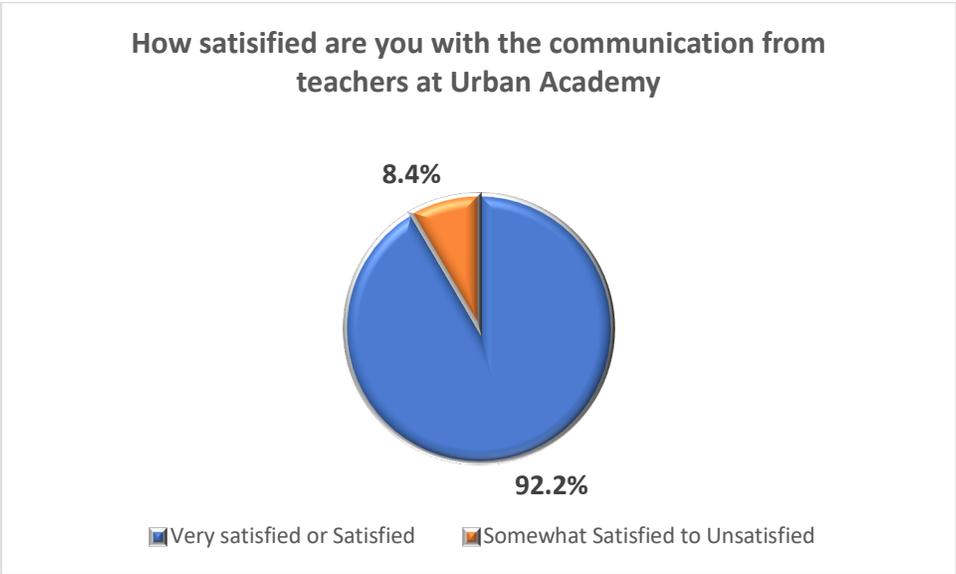
Parents are satisfied with the safety at Urban Academy.

Of 181 responses 95.6% feel like their child is very safe or safe and 3.9% feel like their child is somewhat safe to very unsafe at Urban Academy.



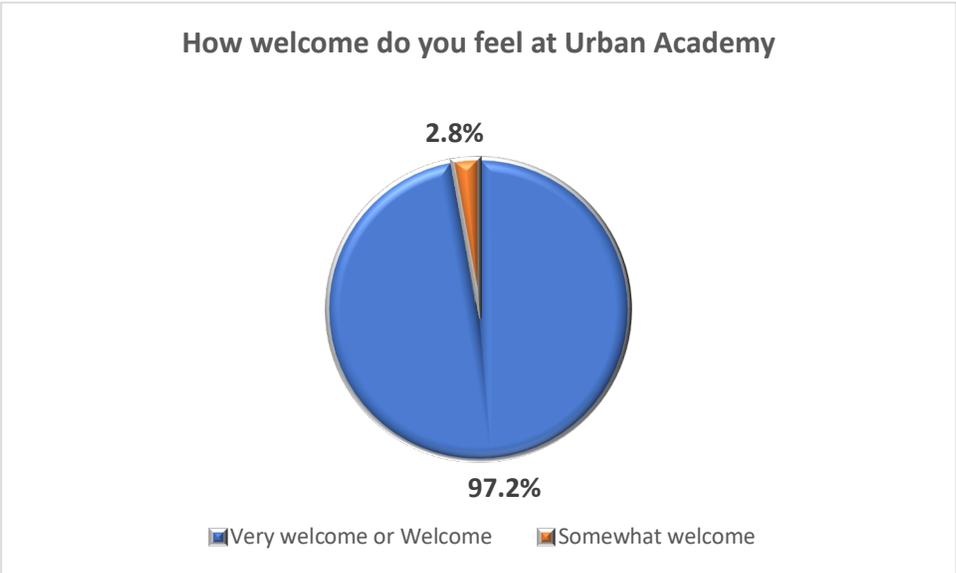
Parents are satisfied with the communication from teachers at Urban Academy.

Of 180 responses 92.2% are very satisfied or satisfied and 8.4% are somewhat satisfied to unsatisfied with communication from teachers.



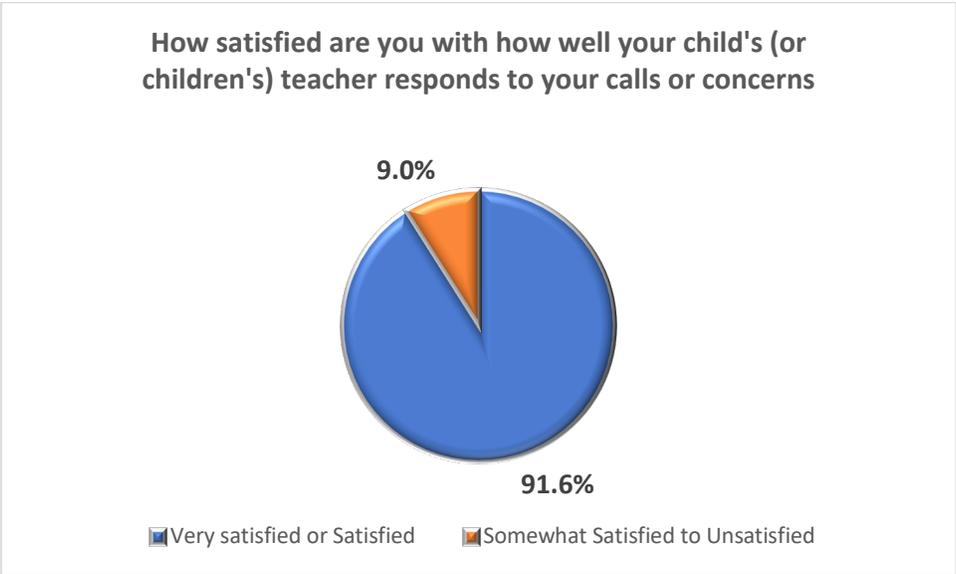
Parents feel welcomed at Urban Academy.

Of 181 responses 97.2% feel very welcome or welcome and 2.8% feel somewhat welcome at Urban Academy. There were no do not feel welcome responses.



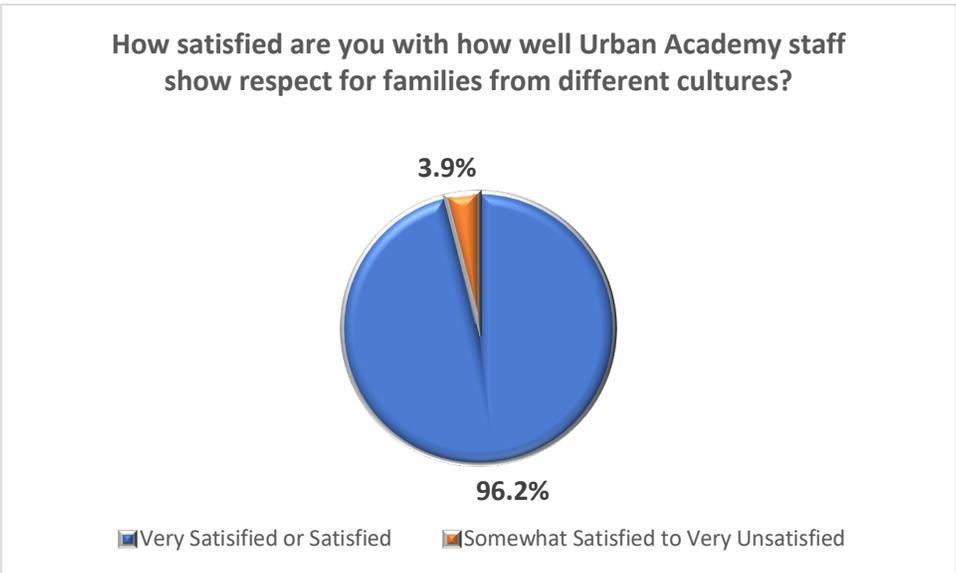
Parents are satisfied with teacher response to calls or concerns.

Of 179 responses 91.6% are very satisfied or satisfied and 9.0% are somewhat satisfied to unsatisfied with teacher responses to calls or concerns.



Parents are satisfied with how Urban Academy's staff shows respect for families from different cultures.

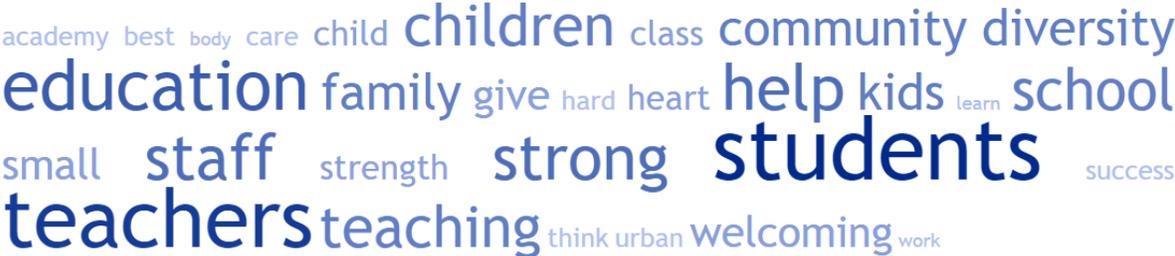
Of 180 responses, 96.2% are very satisfied or satisfied and 3.9% are somewhat satisfied to very unsatisfied how staff show respect for families from different cultures.



Comments from parents in the parent survey frequently focus on ideas of how caring and welcoming the staff are to the students and parents. Many parents expressed how welcome they feel from all the staff. Many use words like strong – Urban provides a strong education, strong, hardworking and good teachers, strong teaching. Other statements convey the good results their children are receiving now and for their future. There are many comments about the diversity of cultures and how families and

students are welcomed with their backgrounds. A number of parents requested more grades and a gym for a variety of uses.

A word cloud from all the comments presents some central ideas from their input.



# Staffing

UA served 395 students in 2018-2019. UA believes in refining its staff to find those who best fit UA’s vision and mission.

The classroom teacher to student ratio was 25:1. All UA classroom teachers are Highly Qualified Teachers as defined by MDE.

**Staff Retention Rate:**

	FY17-FY18	FY18-FY19
<b>All Staff Retention Rate</b>	75.0%	90.9%
<b>Teachers Retention Rate</b>	71.4%	83.3%
<b>Non-teaching Staff Retention</b>	78.3%	96.8%
<b>Number of Teachers</b>	21	24
<b>Number of Non-teaching Staff</b>	23	31

**Vision:**

*Inspiring, challenging, and enhancing every student’s innate ability to succeed.*

**Mission:**

*Our mission is to work in partnership with urban parents to provide an opportunity for every child to meet or exceed their individual potential in basic academic and life skills by utilizing research-proven methods in a safe, structured, and respectful community.*

**2018-19 Licensed Teaching Staff**

Last Name	First Name	File #	Assignment	Status*
Anderson	Katie	478239	3rd Grade	R
Blau	Ashley	499148	Kindergarten	NR
Burkhardt	Laura	375931	Art	R
Capocasa	Melissa	349370	5 <sup>th</sup> Grade	NR
Cavanaugh	Matt	491923	6 <sup>th</sup> Grade	R
Conrad	Cheryl	297941	5th Grade	R
Curran	Shannon	376988	ESL	R
DesLauriers	Kari	435177	PreK	R
Evans	Kristin	425130	Special Ed	NR
Heieie	Erik	349941	4th Grade	R
Heuer	Amy	470232	2nd Grade	R
Jones	Andy	438525	Special Ed	R
Lang	Harold	422103	Academic Lead	R

Liao	Yuyin	423068	Special Ed	R
Lonnes-Spatola	Amelia	479518	ESL	R
Mackey	Jessica	493508	3 <sup>rd</sup> Grade	NR
McCabe	Robert	454698	2 <sup>nd</sup> Grade	R
McCauley	Patty	285948	Technology	R
Olson	Cathleen	337623	1 <sup>st</sup> Grade	R
Scheuer	Kelly	495896	PreK	R
Theis	Amy	481323	1 <sup>st</sup> Grade	R
Thompson	Joseph	395612	4 <sup>th</sup> Grade	R
Yang	Chao	392714	Kindergarten	R
Yang	Pakou	360268	Title I	R

\* R = Returning, NR = Not Returning

#### 2018-19 Other Licensed (non-teaching) Staff

Last Name	First Name	File #	License and Assignment	Status*
Ly	Mongsher	450140	K-12 Principal/ Superintendent	R
Ravits	Emily	312276	School Social Worker	R

\* R = Returning, NR = Not Returning

#### 2018-19 Non-Licensed Staff

Last Name	First Name	File #	Assignment	Status*
Brown-Pena	Victoria		Special Ed Paraprofessional	R
Dae	Tha		Janitor	R
Elliott	Ralph		Site Director	R
Hickman	Shelley		Family Specialist	R
James	Christina		Office Manager	R
Khaing	Phoo Pwet		Special Ed Paraprofessional	R
Lay	Khu		Cafeteria	R
Lay	Minn		ESL Paraprofessional	R
Ly	Chaochi		Special Ed Paraprofessional	R
Naing	Aung		ESL Paraprofessional	R
Noi	Nay		Special Ed Paraprofessional	R

<b>Last Name</b>	<b>First Name</b>	<b>File #</b>	<b>Assignment</b>	<b>Status*</b>
Olson	Luke	500698	Paraprofessional	R
Paw	La		PreK Paraprofessional	R
Paw	Za Nin		Cafeteria	R
Puie	Paw Ler		PreK Paraprofessional	R
Riley	Cedric		Special Ed Paraprofessional	R
Say	Lwai		ESL Paraprofessional	R
Say	Kaw Gay		Janitor	R
Stevenson	LQ		Special Ed Paraprofessional	R
Vang	Choua	490673	Paraprofessional	R
Vang	Douachee	486393	Paraprofessional	R
Vang-Yang	Pang		Paraprofessional	R
Vue	Kia		Special Ed Paraprofessional	R
Vue	Maiger		Lead Paraprofessional	R
Win	Sha		ESL Paraprofessional	R
Xiong	Ronsoie	484456	Test Coordinator/ Paraprofessional	R
Yang	Chao	392714	Paraprofessional	R
Yang	Isique		Paraprofessional	R

R = Returning, NR = Not Returning

# Governance and Management

The school is administered by Dr. Mongsher Ly, the Superintendent, who holds a K-12 Principal License and Minnesota Superintendents license. Monthly, the board meets and the Superintendent reports on the school’s progress in terms of the governance plan, management plan, and operations plan to ensure the proper execution of each. The Superintendent is primarily responsible for the school’s operation performance and is evaluated formally once per year by the board.

## Board of Directors

Name	Date Seated	Positions	Affiliation	Current Term Month/Year to Month/Year
Melissa Jensen	July 1, 2016	Chair	Community	07/2019- 06/2022
Fong Lor	July 1, 2016	Vice Chair	Community	07/2019- 06/2022
Chao Yang	July 1, 2018	Member	UA Teacher	07/2018- 06/2021
Dr. Tamara Mattison	July 1, 2016	Finance Chair	Community	07/2018- 06/2021
Ying Thao	July 1, 2017	Member	UA Parent	07/2017- 06/2020
Caley Long	July 1, 2016	Member	Community	07/2019- 06/2022
Nancy Smith	July 1, 2016	Member	Community	07/2019- 06/2022
Yuyin Liao	July 1, 2017	Member	UA Teacher	07/2017- 06/2020
Ronsoie Xiong	July 1, 2018	Member	UA Parent	07/2018- 06/2021

## Annual Training – 2018-19

Board Member Name	Date	Topic	Presenter or Trainer	Met Req’t?
Melissa Jensen	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Fong Lor	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Chao Yang	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Dr. Tamara Mattison	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Ying Thao	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Caley Long	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Nancy Smith	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes

<b>Board Member Name</b>	<b>Date</b>	<b>Topic</b>	<b>Presenter or Trainer</b>	<b>Met Req't?</b>
Yuyin Liao	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes
Ronsoie Xiong	02/24/19	Governance, Human Resource, Finance	Instructional Designs	Yes

## Finances

Key financial highlights for the 2018-2019 fiscal year include:

- General Fund revenues were \$4,727,703 as compared to \$4,675,877 of expenditures, an excess of \$51,826.
- Total fund balance increased in fiscal year 2019 by \$3,056 to a positive balance of \$1,413,338.
- The School continued its teacher compensation schedule to include Quality Compensation Programs and invest in quality teachers.
- School management continues to carefully monitor enrollment which is key to the financial stability of its programs.
- General fund revenues increased by 3.5% over the prior year, while expenditures increased by 7.1%.
- 2018-2019 student enrollment increased from 310.6 ADMs to 312.7 ADMs.
- Urban Academy again received the Minnesota Department of Education 2019 finance award for excellence in financial reporting for the 2017-2018 school year.

In regard to the 2018-2019 fiscal year audit:

- The School's auditors issued an unmodified opinion, otherwise known as a clean opinion, indicating that all amounts and disclosures are fairly presented, in all material respects, in the 2018-2019 financial statements.
- No deficiencies related to internal controls were noted during the audit.

### Fund Balance History- General Fund

Year	Annual Dollar Amount	Annual Percentage
2014-2015	\$1,048,778	30%
2015-2016	\$1,038,539	27%
2016-2017	\$1,195,928	31%
2017-2018	\$1,397,316	32%
2018-2019	\$1,413,338	30%

### State School Finance Award History

2015 Award for 2013-2014 Reporting	Received
2016 Award for 2014-2015 Reporting	Received
2017 Award for 2015-2016 Reporting	Received
2018 Award for 2016-2017 Reporting	Received
2019 Award for 2017-2018 Reporting	Received
2020 Award for 2018-2019 Reporting	Pending

**Audit Finding History and Analysis**

<b>Year</b>	<b>Finding</b>	<b>Corrective Action</b>
2016-2017	none	
2017-2018	none	
2018-2019	none	

## Future Plans

Urban Academy is building a gymnasium and on expanding to grade 8. Over the past three school years, Urban Academy's student enrollment has grown steadily in Grades K-6. In those three years, more than 90% of the student families met income criteria for the Free and Reduced Lunch program. Each year in that period the proportion of students identified as English learners increased from one-third (33.6%) of the students to over half the students (57.4%). Special education numbers have held steady at 10%.

The requested expansion to grades 7-8 would start in Fall of the 2020-2021 school year with the addition of one grade level per year, over a two year period. Prior to that, enrollment will increase to approximately 60 students per grade level. In the 2020-2021 school year, the 7th grade will be added by advancing 6th-grade students to 7th grade and filling in any open seats with new 7th grade students. In the 2021-2022 school year, the 8th grade will be added by advancing 7th-grade students to 8th grade and filling in any open seats with new 8th grade students.

The best indicator of need for this expansion comes from parents with students enrolled at Urban Academy. 183 out of 211 parents responded to a question about enrolling their children in Urban Academy's potential 7<sup>th</sup> and 8<sup>th</sup> grade program. 100% of these 183 parents surveyed in the 2018-2019 school year said they want the school to expand to 7th and 8th grade. All of the 36 sixth-grade student families that finished the 2018-2019 school year wanted their students to continue through the eighth grade when surveyed. Given the fact that 100% of all parents that responded stated they want a 7<sup>th</sup> and 8<sup>th</sup> grade program, even if only 95% of the 41 current 6<sup>th</sup> grade students continue to 7<sup>th</sup> grade, we would only need recruit 19 additional students.

Through communication with families when enrolling their children at Urban Academy, most enroll at Urban Academy due to dissatisfaction with the education programming at St Paul Public Schools. We interpret these responses by the families to mean that parents are both highly satisfied with Urban Academy's program and climate and when they consider alternate schools, they will keep their children at Urban Academy as long as possible. These families have direct experience with Urban Academy and are stating their desire to continue to benefit their children through Urban's program.

Another important indicator of need or demand for Urban Academy's programs is the current waiting list of 60 students for grades 4 through 6. These parents may have had direct experience at Urban and want their children to return. More likely the parents of these students have learned about Urban Academy from others and are seeking to enroll their children, when there is opportunity. These families represent the parents who if given the opportunity will choose to send their children to Urban Academy. This group of parents represent unmet demand from the community for their students to benefit from Urban Academy's program and climate of learning.

Parent demand to keep their children enrolled will meet the majority of the projected enrollment each year. Communications with the community and any necessary recruiting efforts will make up the difference. By having 7th and 8th grade, this will completely enhance student retention and limit student transience. Due to not having a 7th and 8th grade, Urban Academy loses, on average about 10-15 students in lower grades (K-5) because the families prefer to keep their students together through middle school grades.

Urban Academy continues to place its emphasis on curriculum development and instructional coaching daily provided by Tony Lang, Academic Lead. Rod Haenke, consultant, will continue to observe teachers both formally and informally as well as providing support for the instructional leadership team and curriculum training. The instructional leadership team also conducts learning walks with teachers so they can share and learn from each other.

We believe that if we revisit, clarify, coach, and evaluate teachers on all of UA's key instructional hallmarks then consistency will improve and student engagement and student academic talk will increase. This will then result in students performing better on weekly trackers, on MCA mock tests, and on the MCA tests.

In 2019-2020, we plan to take each of our instructional hallmarks (e.g. Gradual Release, ELL methods, Big 5, etc....) and dissect them into a specific set of competencies that will be the focus of professional development and evaluations over a 3-5 week period. During that time the instructional leader will observe teachers looking to see that each of the competencies is demonstrated and understood by the teacher. Competencies will be demonstrated by actual lessons and understanding will be assessed through discussions and quizzes. We anticipate that this system will allow us to more thoroughly focus on each major set of strategies and focus on supporting teachers that can be identified through the observations.

We feel this level of rigor and alignment in our professional development and teacher observation system will significantly increase rigor and consistency across the grades that should benefit our EL students and offer more challenge for our proficient learners. We are also planning to implement thematic units school-wide. We plan to align content that we already have access to (e.g. books and MYON) and identify some new books and online resources that also align to those themes and standards. Teachers will produce pacing guides during preschool teacher workshops in August to plan their 2-week SOAR units aligned to those themes and standards for the entire year. Last, we plan to establish lesson plan formats for regular instruction that embed EL techniques and that utilize evidence-based influences that affect student achievement. The lesson plan structures we plan to train, model, and use next year are: One is Pre-Teaching Vocabulary – Pre-teaching vocabulary reduces the number of unfamiliar words the students will encounter in the text and boosts vocabulary acquisition. (Adolescent Literacy, 2007, p. 16) The other are RISA Dialogue, Turn and Talks, and Use of Music. All these are methods to increase student academic language and engagement.

Urban Academy will continue to build its technology resource centers. This year, Urban Academy continues to add Chromebooks that will be on mobile carts and used in the classroom for academic and testing periods. All teachers have laptops and can project websites and learning applications on the overhead. Classroom teachers can check out the Chromebooks for student use as all students will have their own account. The technology teacher collaborates with classroom teachers to do technology enhanced projects. Urban Academy is continuing to use the online reading program - MYON - where students can read interactive books and take online quizzes.

# Attachment – NEO/Urban Performance Framework

<b>Novation Education Opportunities- Urban Academy Charter School Performance Framework</b>				
<b>Urban Academy Charter School</b>				
<b>Date of Last Update/Review: 11/27/2019</b>				
<b>Contract Term: July 1, 2019- June 30, 2024</b>				
<b>Baseline Year Results: 2016-2019</b>				
<b>Charter Number: 4088</b>				
<b>Initial Year of Operation: 2003</b>				
<b>Grades Served: 2016-2017 (PK-6), 2017-2018 (PK-6)</b>				
<b>Enrollment: 2016-2017 (325 students), 2017-2018 (324 students)</b>				
<b>These are the Academic Performance Indicators. They are 56.00% of the points possible.</b>				
<b>I. All Children are Ready for School</b>				
<b>I.A Early Literacy and Early Numeracy Goals</b>				
<b>Performance Rating</b>	<b>Work Sampling System- Early Math Criteria (Grade Pre-K)</b>		<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.		<b>4</b>	<b>4</b>
<b>Satisfactory</b>	60-74 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.		<b>2</b>	
<b>Not Satisfactory</b>	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.		<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Students Meeting or Exceeding Kindergarten Benchmark</b>	<b>Total Students Tested</b>	<b>Percent of Students Meeting or Exceeding Kindergarten Benchmark</b>
	Baseline 2016-2018	16	20	80.00%
	2018-2019	35	40	87.50%
	2019-2020			
	2020-2021			
	2021-2022			
	2022-2023			
	2018-2023	35	40	87.50%
<b>Analysis</b>	The 2019-2024 combined average Work Sampling System early math criteria rate is 87.50%.			
<b>Performance Rating</b>	<b>Work Sampling System- Early Reading Criteria (Grade Pre-K)</b>		<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 75 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.		<b>4</b>	<b>4</b>
<b>Satisfactory</b>	60-74 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.		<b>2</b>	

<b>Not Satisfactory</b>	Less than 60 percent of pre-kindergarten students meet or exceed the ready for kindergarten benchmark.			<b>0</b>	
<b>Results</b>		<b>Students Meeting or Exceeding Kindergarten Benchmark</b>	<b>Total Students Tested</b>	<b>Percent of Students Meeting or Exceeding Kindergarten Benchmark</b>	
	<b>Year</b>				
	Baseline 2016-2018	16	20	80.00%	
	2018-2019	36	40	90.00%	
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	36	40	90.00%	
<b>Analysis</b>	The 2019-2024 combined average Work Sampling System early reading criteria rate is 90%.				
<b>II. All Students are Ready for Career and College, Including Third Grade Literacy (As Measured by Grade Level Proficiency)</b>					
<b>II.A Attain Grade-level Proficiency- All Students State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	<b>0</b>
<b>Results</b>		<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	<b>Year</b>				
	Baseline 2015-2018	105	371	28.30%	62.93%
	2018-2019	42	144	29.17%	58.28%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	58.28%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 29.17% is 29.11 percentage points lower than the state's combined 2019-2024 proficiency rate of 58.28%.				

	From the baseline years 2015-2019 rate of 28.30% the school's proficiency increased to 29.17%, an increase of 0.86 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2015-2018	128	371	34.50%	62.04%
	2018-2019	48	143	33.57%	60.16%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	60.16%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 33.57% is 26.59 percentage points lower than the state's combined 2019-2024 proficiency rate of 60.16%.				
	From the baseline years 2015-2019 rate of 34.50% the school's proficiency decreased to 33.57%, a decrease of 0.93 percentage points.				
<b>II.B Attain Grade-level Proficiency- All Students Resident District (St Paul) Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2015-2018	105	371	28.30%	38.31%
	2018-2019	42	144	29.17%	34.41%
	2019-2020				
	2020-2021				
	2021-2022				

	2022-2023				
	2018-2023	42	144	29.17%	34.41%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 29.17% is 5.24 percentage points lower than the resident district's combined 2019-2024 proficiency rate of 34.41%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2015-2018	128	371	34.50%	39.34%
	2018-2019	48	143	33.57%	39.38%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	39.38%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 33.57% is 5.81 percentage points lower than the resident district's combined 2019-2024 proficiency rate of 39.38%.				
<b>III. All Racial and Economic Achievement Gaps Between Students are Closed (As Measured by Grade Level Focus Proficiency)</b>					
<b>III.A Attain Grade-level Proficiency- FRP Focus Group State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2015-2018	102	367	27.79%	43.10%

	2018-2019	42	144	29.17%	37.59%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	37.59%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 29.17% is 8.42 percentage points lower than the state's combined 2019-2024 proficiency rate of 37.59%.				
	From the baseline years 2015-2019 rate of 27.79% the school's proficiency increased to 29.17%, an increase of 1.37 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2015-2018	124	367	33.79%	43.09%
	2018-2019	48	143	33.57%	41.13%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	41.13%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 33.57% is 7.56 percentage points lower than the state's combined 2019-2024 proficiency rate of 41.13%.				
	From the baseline years 2015-2019 rate of 33.79% the school's proficiency decreased to 33.57%, a decrease of 0.22 percentage points.				
<b>III.B Attain Grade-level Proficiency- FRP Focus Group Resident District Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	

Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	102	367	27.79%	26.25%
	2018-2019	42	144	29.17%	22.58%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	42	144	29.17%	22.58%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 29.17% is 6.59 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 22.58%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	
Results	Year	Proficient Students	Total Students Tested	Urban Percent Proficient	St Paul Percent Proficient
	Baseline 2015-2018	124	367	33.79%	26.77%
	2018-2019	48	143	33.57%	26.68%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	143	33.57%	26.68%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 33.57% is 6.89 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 26.68%.				
<b>III.C Attain Grade-level Proficiency- EL Focus Group State Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	

<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2015-2018	39	183	21.31%	26.23%
	2018-2019	20	83	24.10%	21.84%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	20	83	24.10%	21.84%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 24.10% is 2.26 percentage points higher than the state's combined 2019-2024 proficiency rate of 21.84%.				
	From the baseline years 2015-2019 rate of 21.31% the school's proficiency increased to 24.10%, an increase of 2.78 percentage points.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the state average.			<b>2</b>	<b>1</b>
<b>Satisfactory</b>	The school's proficiency rate exceeds the state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the state average or improve by at least 10 percentage points.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>State Percent Proficient</b>
	Baseline 2015-2018	45	183	24.59%	18.66%
	2018-2019	18	83	21.69%	16.47%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	18	83	21.69%	16.47%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 21.69% is 5.22 percentage points higher than the state's combined 2019-2024 proficiency rate of 16.47%.				
	From the baseline years 2015-2019 rate of 24.59% the school's proficiency increased to 21.69%, a decrease of 2.90 percentage points.				
<b>III.D Attain Grade-level Proficiency- EL Focus Group Resident District Comparison</b>					
<b>Performance Rating</b>	<b>MCA-Math (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>

<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	<b>1</b>
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2015-2018	39	183	21.31%	21.84%
	2018-2019	20	83	24.10%	17.94%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	20	83	24.10%	17.94%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 24.10% is 6.16 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 17.94%.				
<b>Performance Rating</b>	<b>MCA- Reading (Grades 3-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	The school's proficiency rate is greater than 10 percentage points above the resident district average.			<b>2</b>	
<b>Satisfactory</b>	The school's proficiency rate exceeds the resident district average by up to 10 percentage points.			<b>1</b>	
<b>Not Satisfactory</b>	The school's proficiency rate does not exceed the resident district average.			<b>0</b>	<b>1</b>
<b>Results</b>	<b>Year</b>	<b>Proficient Students</b>	<b>Total Students Tested</b>	<b>Urban Percent Proficient</b>	<b>St Paul Percent Proficient</b>
	Baseline 2015-2018	45	183	24.59%	14.82%
	2018-2019	18	83	21.69%	13.95%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	18	83	21.69%	13.95%
<b>Analysis</b>	The school's combined 2019-2024 proficiency rate of 21.69% is 7.74 percentage points higher than the resident district's combined 2019-2024 proficiency rate of 13.95%.				
<b>IV. All Students are Ready for Career and College (as Measured by Growth)</b>					
<b>IV.A Meet or Exceed National Growth Norms- Students Below Grade Level Making High Growth</b>					

Performance Rating	Growth on NWEA MAP- Math (Grades K-6)			Point Value	Points Earned
<b>Exemplary</b>	More than 60 percent of students below grade level will make their NWEA expected growth target.			<b>4</b>	<b>4</b>
<b>Satisfactory</b>	50-60 percent of students below grade level will make their NWEA expected growth target.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students below grade level make their NWEA expected growth target.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students Below Grade Level Tested</b>	<b>Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	Baseline 2016-2018	192	309	62.14%	
	2018-2019	123	180	68.33%	
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	123	180	68.33%	
<b>Analysis</b>	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Math growth target is 68.33%.				
Performance Rating	Growth on NWEA MAP- Reading (Grades K-6)			Point Value	Points Earned
<b>Exemplary</b>	More than 60 percent of students below grade level will make their NWEA expected growth target.			<b>4</b>	<b>2</b>
<b>Satisfactory</b>	50-60 percent of students below grade level will make their NWEA expected growth target.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students below grade level make their NWEA expected growth target.			<b>0</b>	
<b>Results</b>	<b>Year</b>	<b>Students Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students Below Grade Level Tested</b>	<b>Percent Below Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	Baseline 2016-2018	168	308	54.55%	
	2018-2019	98	169	57.99%	
	2019-2020				
	2020-2021				

	2021-2022				
	2022-2023				
	2018-2023	98	169	57.99%	
<b>Analysis</b>	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Reading growth target is 57.99%.				
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Math (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve at least 150 percent of the NWEA target growth.			<b>4</b>	
<b>Satisfactory</b>	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-149 percent of the NWEA target growth.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of the students below grade level achieve their NWEA expected growth target AND/OR the students below grade level who achieve their NWEA growth target achieve less than 120 percent of the NWEA target growth.			<b>0</b>	<b>2</b>
<b>Results</b>	<b>Year</b>	<b>Aggregate of Actual RIT Growth Points Made</b>	<b>Aggregate of Expected RIT Growth Points</b>	<b>Percent of Growth Made</b>	<b>Percent of Students Below Grade Level Who Made Expected Growth</b>
	Baseline 2016-2018	4310	2816	153.05%	62.14%
	2018-2019	2759	1889	146.06%	68.33%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	2759	1889	146.06%	68.33%
<b>Analysis</b>	The 2019-2024 combined average growth for NWEA MAP Fall-Spring for math is 146.06% and the percent of students below grade level who made expected growth is 68.33%.				
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Reading (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve at least 150 percent of the NWEA target growth.			<b>4</b>	<b>2</b>

<b>Satisfactory</b>	At least 50 percent of the students below grade level achieve their NWEA growth target AND the students below grade level who achieve their NWEA growth target achieve 120-149 percent of the NWEA target growth.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of the students below grade level achieve their NWEA expected growth target AND/OR the students below grade level who achieve their NWEA growth target achieve less than 120 percent of the NWEA target growth.			<b>0</b>	
<b>Results</b>		<b>Aggregate of Actual RIT Growth Points Made</b>	<b>Aggregate of Expected RIT Growth Points</b>	<b>Percent of Growth Made</b>	<b>Percent of Students Below Grade Level Who Made Expected Growth</b>
	<b>Year</b>				
	Baseline 2016-2018	3482	2371	146.86%	54.55%
	2018-2019	1336	900	148.44%	57.99%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	1336	900	148.44%	57.99%
<b>Analysis</b>	The 2019-2024 combined average growth for NWEA MAP Fall-Spring for math is 148.44% and the percent of students below grade level who made expected growth is 57.99%.				
<b>IV.B Meet or Exceed National Growth Norms- Students at or Above Grade Level</b>					
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Math (Grades K-6)</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	More than 60 percent of students at or above grade level will make the NWEA expected growth target.			<b>4</b>	
<b>Satisfactory</b>	50-60 percent of students at or above grade level will make the NWEA expected growth target.			<b>2</b>	
<b>Not Satisfactory</b>	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.			<b>0</b>	<b>4</b>
<b>Results</b>		<b>Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students At/Above Grade Level Tested</b>	<b>Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	<b>Year</b>				
	Baseline 2016-2018	89	151	58.94%	

	2018-2019	48	77	62.34%	
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	48	77	62.34%	
<b>Analysis</b>	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Math growth target is 62.34%.				
<b>Performance Rating</b>	<b>Growth on NWEA MAP- Reading (Grades K-6)</b>		<b>Point Value</b>	<b>Points Earned</b>	
<b>Exemplary</b>	More than 60 percent of students at or above grade level will make the NWEA expected growth target.		<b>4</b>		
<b>Satisfactory</b>	50-60 percent of students at or above grade level will make the NWEA expected growth target.		<b>2</b>		
<b>Not Satisfactory</b>	Less than 50 percent of students at or above grade level will make the NWEA expected growth target.		<b>0</b>		
<b>Results</b>	<b>Year</b>	<b>Students At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	<b>Total Students At/Above Grade Level Tested</b>	<b>Percent At/Above Grade Level Meeting or Exceeding NWEA MAP Growth Target</b>	
	Baseline 2016-2018	86	153	56.21%	
	2018-2019	50	87	57.47%	
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023	50	87	57.47%	
<b>Analysis</b>	The 2019-2024 percent of students meeting or exceeding their NWEA MAP Reading growth target is 57.47%.				
<b>These are the Climate Performance Indicators. They are 6.00% of the points possible.</b>					
<b>V. The School Conditions Promote a Climate of Engagement</b>					
<b>V.A Attendance Rates</b>					
<b>Performance Rating</b>	<b>Attendance Rate (Grades K-6)</b>		<b>Point Value</b>	<b>Points Earned</b>	
<b>Exemplary</b>	The school's attendance rate is greater than 10 percentage points above the state average.		<b>2</b>		
<b>Satisfactory</b>	The school's attendance rate exceeds the state average.		<b>1</b>		
<b>Not Satisfactory</b>	The school's attendance rate does not exceed the state average.		<b>0</b>		

Results	Year	School Attendance Rate	State Average Attendance Rate		
	2017-2018	92.40%	85.40%		
	2018-2019	NA	NA		
	2019-2020				
	2020-2021				
	2021-2022				
	2017-2022	94.06%	85.40%		
Analysis					
V.B Parent Satisfaction					
Performance Rating	5-Point Parent Satisfaction Survey			Point Value	Points Earned
<b>Exemplary</b>	At least 90 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			<b>2</b>	
<b>Satisfactory</b>	75-89 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			<b>1</b>	
<b>Not Satisfactory</b>	Less than 75 percent of parents agree (4) or strongly agree (5) that they are satisfied with the school.			<b>0</b>	
Results	Year	Number of Parents Agreeing or Strongly Agreeing	Total Number of Parents	Parent Satisfaction Survey Percent	Percent Participation of Parent Respondents
	Baseline 2016-2018	257	281	91.46%	79.83%
	2018-2019	169	180	93.89%	94.24%
	2019-2020				
	2020-2021				
	2021-2022				
	2022-2023				
	2018-2023				
Analysis					
The 2019-2024 combined average parent satisfaction rate is XX.XX%.					
V.C Mobility					
Performance Rating	Mobility (Grades K-6)			Point Value	Points Earned
<b>Exemplary</b>	Fewer than 10 percent of students transfer out of school after October 1 based on most recent MDE Mobility Report data available at the MDE Data and Analytics site.			<b>2</b>	
<b>Satisfactory</b>	10 - 15 percent of students transfer out of school after October 1.			<b>1</b>	
<b>Not Satisfactory</b>	More than 15 percent of students transfer out of school after October 1.			<b>0</b>	
Results	Year	Number of Transfers Out	Total Number of Students	Percent Transferring Out	

	Baseline 2015-2017	91	585	15.56%	
	2017-2018				
	2018-2019				
	2019-2020				
	2020-2021				
	2021-2022				
	2017-2022				
<b>Analysis</b>	The 2019-2024 combined average mobility rate is XX.XX%.				
<b>These are the Operational Performance Indicators. They are 20.00% of the total Performance Framework points possible.</b>					
<b>VI. School is Compliant with Contract and Statute</b>					
<b>VI.A Compliance</b>					
<b>Performance Rating</b>	<b>Compliance</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	No infractions.			<b>20</b>	
<b>Satisfactory</b>	No more than three infractions AND any infraction is resolved by assigned deadline.			<b>10</b>	
<b>Not Satisfactory</b>	More than three infractions or infractions not resolved by assigned deadline.			<b>0</b>	
<b>Analysis</b>	The school had __ compliance infractions in 2023-2024.				
<b>These are the Finance Performance Indicators. They are 18.00% of the total Performance Framework points.</b>					
<b>VII. School is Financially Solvent/Sustainable</b>					
<b>VII.A Finance Awards</b>					
<b>Performance Rating</b>	<b>Awards</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	NEO Stewardship Award in Finance Recipient.			<b>4</b>	
<b>Satisfactory</b>	MDE Finance Award Recipient.			<b>2</b>	
<b>Not Satisfactory</b>	Not an MDE or NEO Finance Award Recipient.			<b>0</b>	
<b>Analysis</b>					
<b>VII.B Fund Balance</b>					
<b>Performance Rating</b>	<b>Fund Balance</b>			<b>Point Value</b>	<b>Points Earned</b>
<b>Exemplary</b>	Reserve is at least three months' expenditures (20%) as measured by end of year reserves.			<b>10</b>	
<b>Satisfactory</b>	Reserve is enough to cover one full payroll as measured by end of year reserves in FY 2023.			<b>5</b>	
<b>Not Satisfactory</b>	Reserve is less than one full payroll as measured by end of year reserves.			<b>0</b>	
<b>Results</b>	<b>Fund Balance</b>	<b>Expenditures</b>	<b>SOD Calculation</b>		
<b>Analysis</b>					
<b>VII.C Financial Audit</b>					

Performance Rating	Financial Audit	Point Value	Points Earned
<b>Exemplary</b>	No findings cited in the audit.	<b>4</b>	
<b>Satisfactory</b>	No more than one finding (nonmaterial) cited in the audit in FY 2024.	<b>2</b>	
<b>Not Satisfactory</b>	More than one finding cited in the audit.	<b>0</b>	
<b>Analysis</b>			

# Attachment – World’s Best Work Force Summary Report

District or Charter Name: Urban Academy Charter School

Grades Served: K-6

WBWF Contact: Dr. Mongsher Ly

Title: Superintendent

Phone: 651-215-9419

Email: [mly@urbanacademymn.org](mailto:mly@urbanacademymn.org)

This report delivers relevant information showing Urban Academy Charter School’s progress on World’s Best Workforce goals and programs. This school is not in the Achievement and Integration Program.

This report has one part:

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

- *Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*
  - *Website Link: [http://www.urbanacademymn.org/about\\_urban\\_academy](http://www.urbanacademymn.org/about_urban_academy)*

### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2018-19 school year.*
  - *Public Meeting Date: August 20, 2018*

### District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members FY2019	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Mongsher Ly	Superintendent	X
Harold Lang	Instructional Coach	X
Rod Haenke	Consultant	X
Robert McCabe	Lead Teacher	X
Shannon Curran	RTI Lead	X
Katie Anderson	PLC Lead	X
Roger Sykes	Parent	X
Maiger Vue	Paraprofessional	X
Joe Thompson	PLC Lead	X
Ying Thao	Parent	X
Ron Xiong	Parent	X
Lwai Say	Parent	X
Ku Thay	Parent	X
April Gasper	Parent	X
Nadine Moss	Parent	X

### Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

### ***Equitable Access to Experienced, Effective, and In-Field Teachers***

- *Who is included in the conversations to review equitable access data and when do these occur?*

School leadership, education consultants, teachers, teacher leaders, board members, and available parents review equitable access data during leadership team meetings and charter school board meetings.

- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*

Proportion of teachers by ethnicity does not yet match the proportion of student ethnicities. The school analyzes current (Fiscal Year) student and teacher ethnicity data and compares the ethnicity pattern results between students and teachers to determine to what degree equitable access has been achieved. Progress towards achieving equitable access is measured by comparing and identifying any trends from prior year results to the current year. A gap would result when the comparative proportions are out of sync with what is possible with the number of teachers serving the students.

- *What are the root causes contributing to your gaps?*

Availability of well qualified teachers by ethnicity at time of a hiring need combined with requirements to comply with laws and regulations for qualified, in-field licensed teachers. The operational requirement for filling this gap is to have highly qualified, in-field teachers who also fulfill the ethnicity gap need. Qualified and experienced teachers are the first priority then their ethnicity. There are discrimination concerns that also affect the selection process of a teacher that contribute to the root causes.

- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

The first priority is to ensure all students get quality teaching from experienced, effective and in-field teachers. A key strategy to fulfill this is met by investing into job embedded professional development via the Q Comp program. The Leadership Team/Q-comp Team is tasked to support teachers. They serve as coaches, models and support of staff, for individual growth as well as the team as a whole. UA has an approved Q Comp teacher evaluation plan that meets state statute and includes incentives for meeting a school wide goal, for meeting individual classroom goals, and for reaching a level of proficiency in teaching based on three evaluations. The Q Comp professional development program helps assure that our students experience effective instruction. To satisfy the equitable access goal, when Urban Academy has an open teacher position the search for highly qualified in-field teachers includes evaluation of a match of candidates for the identified ethnicity gap. Should the best candidate from a teaching skills perspective also fulfill the ethnicity gap, the school will pursue hiring that person. Multiple factors may or may not help meet this gap.

#### *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

Urban Academy has a history of hiring paraprofessionals from communities that reflect the diversity of the students enrolled. We work with these paraprofessionals to increase their capacity and encourage them to move on to getting their teaching certification.

- *What efforts are in place to increase the diversity of the teachers in the district?*

Urban Academy seeks to first recruit qualified teachers and if they have similar ethnicities to our students that is better. The school provides assistance needed for teachers to be productive educators. All teachers are committed to our program, mission, students and families. We seek the best teachers, with drive and commitment to make a difference in urban education. We post job openings in multiple commonly used places.

### **Local Reporting of Teacher Equity Data**

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2018-19 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

### **Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools**

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

### **Goals and Results**

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

#### **ACADEMIC PERFORMANCE**

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based.

**All Students Ready for School**

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<i>Provide the established SMART goal for the 2018-19 school year.</i> <ul style="list-style-type: none"> <li>60-74 percent of pre-kindergarten students meet or exceed the kindergarten math benchmark in the combined FY 2017-FY 2019.</li> <li>60-74 percent of pre-kindergarten students meet or exceed the kindergarten reading benchmark in the combined FY 2017-FY 2019.</li> </ul>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i> <ul style="list-style-type: none"> <li>87.5% of 20 Pre-K students met or exceeded kindergarten math readiness benchmarks in 2017-2018 school year.</li> <li>90% of 20 Pre-K students met or exceeded kindergarten reading readiness benchmarks in 2017-2018 school year.</li> </ul>	<i>Check one of the following:</i> <b>Multi-Year Goal:</b> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We look at benchmark data from the Work Sampling and Creative Curriculum that the PreK Teacher administers regularly.
- What strategies are in place to support this goal area? We push in with paraprofessional support to work with individual students on number and letter recognition. The PreK teacher is trained to “backwards plan” to benchmark assessments to determine mastery of PreK Minnesota learning standards. They develop weekly SOAR plans to make sure lesson plans are focused on the Standards. SOAR stands for – Standards, Objectives, Assessments, and Respond. The SOAR Plans consist of a 2-week unit plans that include the content and language objectives for each lesson, the assessment to be administered at the end of the unit, the results of the assessments at the end of the unit, and analysis and troubleshooting of how to support students based on results.
- How well are you implementing your strategies? The PreK teacher has been implementing the strategies with fidelity and her students have met the goals established. Ongoing job-embedded training continues during weekly PLC meetings focused on reading strategies, interactive read-alouds, ELL strategies, and the Concrete/Abstract/Relational math strategy.
- How do you know whether it is or is not helping you make progress toward your goal? The PreK meets weekly in teams to analyze assessment results and devise interventions for students not reaching mastery.

**All Students in Third Grade Achieving Grade-Level Literacy**

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<i>Provide the established SMART goal for the 2018-19 school year.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <b>Multi-Year Goal:</b>

<ul style="list-style-type: none"> <li>The school's combined FY 2016-FY 2018 proficiency rate exceeds the state combined FY 2016-FY 2018 proficiency rate for grades 3-6 AND/OR the school improves its proficiency rate from the baseline years of FY 2015-FY 2018 (33.79%) by at least 10 percentage points by FY24.</li> </ul>	<ul style="list-style-type: none"> <li>The school's reading proficiency rate for grades 3-6 for 2018-19 was 33.57%. The 3-year average is 34.50%. This measure is not on track to the goal of 43.79% by FY 2024.</li> </ul>	<input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met  <input type="checkbox"/> District/ charter does not enroll students in grade 3
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- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The third grade teachers look at benchmark data from the Fountas and Pinnell guided reading curriculum as well as NWEA MAP Fall results in reading.
- What strategies are in place to support this goal area? The third grade teachers are trained to “backwards plan” to benchmark assessments to determine mastery of PreK Minnesota English Language Arts standards. They develop weekly SOAR plans to make sure lesson plans are focused on the Standards.
- How well are you implementing your strategies? The third grade teachers have been implementing Balanced Literacy strategies for vocabulary and comprehension skill development. Ongoing job-embedded training continues during weekly PLC meetings focused on reading strategies, interactive read-alouds, ELL strategies, and the Big 5 graphic organizer strategy.
- How do you know whether it is or is not helping you make progress toward your goal? Proficiency rates have been increasing. This is due to fidelity of practice between teaching and teams meeting weekly in to analyze assessment results and devise interventions for students not reaching mastery.

### Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2018-19 school year.</i> <ul style="list-style-type: none"> <li>The school's combined FY 2019-FY 2024 reading proficiency rate for FRP population exceeds the St. Paul district combined FY 2019-FY 2024 proficiency rate by FY 2024.</li> <li>The school's combined FY 2019-FY 2024 reading proficiency rate for EL population exceeds the resident district combined FY 2019-FY 2024 proficiency rate by FY 2024.</li> </ul>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i> <ul style="list-style-type: none"> <li>The school's combined FY 2019-FY 2024 reading proficiency rate of 33.57% is 6.89 percentage points higher than the resident district's combined FY2015-FY2018 proficiency rate of 26.68%.</li> <li>The school's combined FY 2019-FY 2024 reading proficiency rate of 21.69% is 5.22 percentage points higher than the resident district's combined 2015-2018 proficiency rate of 16.47%.</li> </ul>	<i>Check one of the following:</i> <b>Multi-Year Goal:</b> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track <b>One-Year Goal</b> <input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We use MCA data to examine overall how our FRP and EL students are doing in comparison to the local school district. Nearly all of our students qualify for FRP. A higher percent of our EL students reach proficiency than their counterparts in the local school district.
- What strategies are in place to support this goal area? For FRP and EL students, in weekly RTI meetings we sort students from the MAP score in the fall – those that are at or below grade level. Then we identify the interventions for students below grade level. UA used two primary methods to serve ELLs - individual/small group support and co-teaching. Co-teaching is an ongoing process that requires teachers to communicate more intimately with each other and with their students; and incorporates well planned, team taught lessons. We evaluate how successfully we implement strategies in our weekly SOAR planning meetings, our RTI meetings, and during our PLCs.
- How well are you implementing your strategies? Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading.
- How do you know whether it is or is not helping you make progress toward your goal? Weekly assessments and bi-weekly reviews by teachers and teams help to assess progress and growth by students. The MCA results provide additional evidence.

### All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <ul style="list-style-type: none"> <li>• More than 60 percent of students below grade level will make their math NWEA expected growth target in the combined FY 2017-FY 2019.</li> <li>• 50-60 percent of students below grade level will make their reading</li> </ul>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> <li>• 62.14% of students below grade level met their math NWEA growth targets, averaged over FY2017 and FY2018, which exceeded the goal.</li> </ul>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p>

<p>NWEA expected growth target in the combined FY 2017-FY 2019.</p> <ul style="list-style-type: none"> <li>• More than 50 percent of the students below grade level achieve their math NWEA growth targets AND the students below grade level who achieve their NWEA growth targets achieve more than 149 percent of the NWEA target growth in the combined FY 2017-FY 2019.</li> <li>• More than 50 percent of the students below grade level achieve their reading NWEA growth targets AND the students below grade level who achieve their NWEA growth targets achieve more than 149 percent of the NWEA target growth in the combined FY 2017-FY 2019.</li> </ul>	<ul style="list-style-type: none"> <li>• 54.55% of students below grade level met their reading NWEA growth targets, averaged over FY2017 and FY2018, which meets the goal.</li> <li>• The 2016-2019 combined average growth for NWEA MAP Fall-Spring for math is 157.31% and the percent of students below grade level who made expected growth is 61.64%.</li> <li>• The 2016-2019 combined average growth for NWEA MAP Fall-Spring for reading is 157.34% and the percent of students below grade level who made expected growth is 50.32%.</li> </ul>	<input type="checkbox"/> <i>Goal Not Met</i>
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- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? UA teachers analyze student MCA results from the previous year and MAP results to identify key concepts and skills that students need to master to become grade level proficient.
- What strategies are in place to support this goal area? Then they identify assessments that measure mastery of those benchmarks and identify curriculum resources that will help students understand the concepts and develop the skills that lead to mastery.
- How well are you implementing your strategies? Staff are trained to “backwards plan” to benchmark assessments to determine mastery of standards. Teachers meet weekly in teams to analyze assessment results and devise interventions for students not reaching grade level in reading and math. Teachers use the Fountas and Pinnell reading level assessment system to assess students reading level. UA also uses internally developed or selected benchmark assessments directly aligned with Minnesota standards on a bi-weekly basis to determine grade level proficiency in reading.
- How do you know whether it is or is not helping you make progress toward your goal? The students are also assessed in reading and math through MAP twice a year.

### All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2018-19 school year.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	Check <b>one</b> of the following: <b>Multi-Year Goal:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not On Track <b>One-Year Goal</b> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

		<input checked="" type="checkbox"/> <i>District/ charter does not enroll students in grade 12</i>
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- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?